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Please complete this form for each undergraduate minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department.

** Please read the following background information before examining the data in the Foreign Language minor assessment report.

Students minoring in Italian are required to demonstrate a level of proficiency sufficient to converse comfortably on everyday topics. They are expected to achieve intermediate or higher levels of proficiency in speaking, writing, and reading in the target language according to the American Council on the Teaching of Foreign Languages (ACTFL) standards. Students are also encouraged to understand and appreciate Italy's rich history and multiple regional complexities and cultures. Study abroad is an essential component to the completion of the minor, and is strongly encouraged. The Italian program director coordinates short-term, intensive, and semester-long study abroad opportunities for CSU-Pueblo students. Since March 2020, all international travel has been forbidden by the CSU system. Students from Italy returned to their native country and all spring, summer and fall study abroad initiatives have been cancelled.

These outcomes will be achieved by showing proficiency in what is referred to by the ACTFL as the 5 C's:

- 1) **Communication:** The communication standard stresses the use of the target language for communication (i.e. in real life situations and on a wide range of topics). It emphasizes what students can do with language rather than what they know about language. Students are asked to communicate in oral and written form, to interpret oral and written messages, to demonstrate cultural understanding when they communicate, and to present oral and written information to various types of audiences (formal & informal) for a variety of purposes.
- 2) **Cultures:** Cultural understanding is an important part of language education. CSU-Pueblo's Italian minor emphasizes the diverse cultural aspects of Italy in all courses on a daily basis. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. By studying a second culture, students are able to better understand other people's points of view and ways of life, ultimately creating a more globally minded citizenry. Study abroad is fundamental for creating students who truly become citizens of the world.
- 3) **Connections:** Target-language instruction is intrinsically connected with other subject areas. Content from other subject areas is integrated with target language instruction through lessons or courses that are developed around themes common to other subject areas (e.g. history, politics, film, literature, art, etc.). For example, this year students celebrated the 500th Anniversary of Leonardo da Vinci's

death with OER I created and project-based learning activities. One of the assignments was placed on display in the foyer of the LARC for the campus community to enjoy.

- 4) **Comparisons:** Students are encouraged to compare and contrast the target language and cultures with their own. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons. Some CSUP students of Italian are Spanish Heritage Speakers and make comparison between Italian and the language and cultures of the Spanish speaking world. I often encouraged Spanish majors to minor in Italian; I would encourage departmental efforts to underscore the benefits of an Italian minor for Spanish majors.
- 5) **Communities:** Extending learning experiences from the language classroom to multilingual and multicultural communities at home and abroad emphasize our global interconnectedness. Activities may include: field trips, use of e-mail and the Internet, participation in Italian organizations, attendance at the Italian Circles, participation in exchange or study-abroad programs, cultural activities and opportunities to listen to presentations on Italian language and culture on campus and in the classroom. Experiential and project based learning opportunities are encouraged to allow students to better understand Pueblo's rich Italian-American community. The *Amici d'Italia* Club was revived on campus and was recognized in 2019 with an outstanding student organization advisor award. Due to the COVID-19 global health pandemic, CSU-Pueblo study abroad initiatives in Italy have been suspended in 2020.

In order to assess learning outcomes, graduating seniors minoring in Italian participate in the three assessment measures listed below:

1. A Written Proficiency Test (WPT) which determines students' written language level based on ACTFL proficiency guidelines. In addition, this short written exam measures students' knowledge of Cultures, Connections and Comparisons. (For the rubric see page 23 of this report; the grading rubric says "Italian" instead of "Spanish" for the ITL minor)
2. A recorded Oral Proficiency Interview (OPI) which determines students' oral language communication level based on the ACTFL proficiency guidelines. (For the rubric used see page 23 of this report)
3. An exit survey which measures students' perceptions and knowledge of Italian when related to Communication, Cultures, Connections, Comparisons and Communities. (See page 24 of this report)

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
<p>OUTCOME #1</p> <p>Communication outcome stresses the use of the target language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, to interpret oral</p>	<p>Summer 2018 to Summer 2019</p>	<p>Oral Proficiency Interview (OPI) as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The exam has a specific format and concrete guidelines to measure language proficiency. I was trained and certified in this testing.</p>	<p>Graduating Seniors from summer 2019 to spring 2020</p> <p>Total: 1 student</p> <p>Total: 1 OPI</p> <p>One student completed the Italian minor in one year in addition to graduating with a major in History.</p>	<p>OPI – 85% of students should reach Intermediate or higher</p>	<p>0-Superior</p> <p>0-Advanced High</p> <p>0-Advanced Mid</p> <p>0-Advanced Low</p> <p>0-Intermediate High</p> <p>0-Intermediate Mid</p> <p>1-Intermediate Low</p> <p>0-Novice High</p> <p>0-Novice Mid</p> <p>0-Novice Low</p>	<p>CSU-Pueblo's Italian minor is a 21 credit (7 university 3 credit hour classes) program. Student learning outcomes adequately reflect the amount of time dedicated to the study of Italian language and culture. During this assessment, the student completing</p>	<p>1.) Recruit American students to participate in one of CSU-Pueblo's programs in Italy and ultimately minor in the language. The one-month intensive Italian summer program in Bergamo, Italy at the Centro Italiano per Stranieri is an excellent short-term opportunity. In addition to our agreement with the Univ. of Bergamo, we also signed an exchange agreement and added a semester study at the Università degli Studi di Torino. Finally, our Education First (EF) College Study Tour partnership was solid until the COVID-19 outbreak.</p> <p>2.) In order to increase program enrollment, the Italian director will be adding online options in beginning and intermediate Italian to his teaching load. Prof. Picicci will continue Project Based Language Learning (PBL) Components in</p>

<p>and written messages, to show cultural understanding when they communicate, and to present oral and written information to various audiences (i.e. formal and informal contexts) for a variety of purposes.</p>		<p>Written Proficiency Test (WPT)</p>	<p>1 WPT Graduating Seniors from summer 2019 to spring 2020 ----- Graduating Seniors from summer 2018 to spring 2019 1 Survey</p>	<p>----- WPT- 85% should reach Intermediate or higher</p>	<p>----- WPT 0-Advanced Low 0-Intermediate High 0-Intermediate Mid 1-Intermediate Low 0-Novice High ----- 100% reached the goal</p>	<p>the Italian minor studied the language for one year and completed a one-month intensive study abroad. ----- The WPT is an excellent tool to assess a student's ability to write a short essay in the target language in a limited amount of time (30 minutes). This exam is a good indicator of the student's written proficiency without dictionaries, verb books, etc. More</p>	<p>Intermediate and Advanced Italian courses. 3.) Offer opportunities outside of class in which students can practice speaking Italian (Cicolo Italiano, Italian film nights, tutors, special events and guest lectures, etc.) 4.) Continue attending professional development opportunities on campus and at conferences ((RM)MLA, ACTFL, AAIS, AATI, etc.) 5.) Provide students with qualified tutors to help them progress in Italian. The Italian program director nominates tutors to work in the General Education Tutoring Center (251 LARC). Chad Pickering has been instrumental in organizing such opportunities for students. 6.) Help students develop communication skills in both every day & professional/academic settings with at least intermediate phonetic, syntactic and semantic accuracy. 7.) In order to increase student enrollment, Dr. Picicci has applied for an OER grant to create free access for students to an intermediate Italian course offering.</p>
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<p>OUTCOME #2</p> <p>Cultures</p> <p>Courses address Italy's rich cultural heritage and regional customs. Cultural competency is an important part of foreign language education. Experiencing different aspects of Italian cultural occur every day in the classroom and help students develop a better understanding between their native culture and those of Italy.</p>		<p>Written Proficiency Test (WPT)</p> <p>-----</p> <p>Foreign Language Program Questionnaire for Graduating Italian Minors</p>	<p>Graduating Seniors from summer 2018 to spring 2019</p> <p>1 WPT</p> <p>-----</p> <p>Graduating Seniors from summer 2018 to spring 2019</p> <p>1 Survey</p>	<p>85% should do "well or very well"</p> <p>-----</p> <p>85% of students should "strongly agree" or "agree"</p>	<p>100% did "well or very well" according to grading criteria</p> <p>-----</p> <p>100% "strongly agree" with all questions pertaining to Culture.</p>	<p>Studying a foreign language enhances students' cultural competency. Study abroad significantly contributed to students' confidence and knowledge when making cultural comparisons.</p> <p>In all Italian courses (from ITL 101 to ITL 495) students learn about Italian cultures and customs. Knowledge of Italian language and</p>	<p>1.) Continue offering a wide range of course titles and course content that promote linguistic and cultural competency. Authentic didactic materials, songs, films, newspaper/magazine articles, etc. will continue to be incorporated in each Italian course.</p> <p>2.) Professor Picicci adopted a new second year Italian textbook during the 2018-2019 school year. He is currently creating an online ITL 102 class.</p> <p>3.) Recruit Italian minors with displays and a table in the LARC, at the majors fair, study abroad information sessions and advertising. The Study Abroad Advocacy committee worked hard throughout the year and held two study abroad fairs.</p> <p>4.) Promote the Bergamo, Torino and EF programs and encourage students to participate in one of these study abroad opportunities.</p>

<p>-Students studying abroad often return from Italy and say they have learned more about the world and its cultures (including the USA!) while in Italy. This is in part due to the people they meet while overseas. Encouraging all Italian minors to study abroad will be a top priority for the Italian minor director.</p>						<p>culture affords access to one of the richest cultural legacies of Western civilization, as well as to one of the European Union's most dynamic and innovative contemporary societies.</p> <p>Knowledge of Italian is a useful skill and an understanding of Italy's cultures can be a life-changing, truly transformative experience.</p>	<p>5.) Continue to promote scholarship opportunities for students of Italian.</p> <p>6.) Perhaps the Italian minor should be an Italian Studies minor better allowing students to incorporate more interdisciplinary work on Italian culture, history, art, politics, etc. toward the minor.</p>
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<p>OUTCOME #3</p> <p>Connections</p> <p>Target language instruction is constantly connected to other subjects. Content from other disciplines is continuously integrated within the target language instruction. Students are able to connect Italy's language and cultures to other subject areas (literature, art, film, history, politics, music, etc.). Often times, students will make connections to the other languages and</p>	<p>Summer 2018 Summer 2019</p>	<p>Written Proficiency Test (WPT)</p> <p>-----</p> <p>Foreign Language Program Questionnaire for Graduating Italian Minors</p>	<p>1 WPTs</p> <p>Graduating Seniors from summer 2018 to summer 2019</p> <p>-----</p> <p>Graduating Seniors from summer 2018 to summer 2019</p>	<p>WPT- 85% should do "well or very well"</p> <p>-----</p> <p>85% of students should "strongly agree" or "agree" to the question pertaining to Connections.</p>	<p>100% did "well or very well" according to grading criteria</p> <p>-----</p> <p>Survey: 100% "agree" with the Connections question of the Italian minor questionnaire</p>	<p>Connections between students' native culture and the Italian cultures begin in Italian 101.</p> <p>Students are asked to always consider their own culture while studying Italian language, literature, art, music, film and everyday life in Italy.</p> <p>Italian-Americans are also considered a unique ethnic group in our community. Students sometimes discuss these</p>	<p>1.) Continue offering ITL/ENG cross-listed courses and ITL 494 Field Experience in order to connect Italian language and cultures to other subjects including the students' native culture(s). Teach courses to English majors and minors like The Age of Dante and Plague Literature – Boccaccio's <i>Decameron</i> to introduce students to medieval and Renaissance Italian literature.</p> <p>2.) Continue to offer study abroad opportunities in Italy - an intensive one-month summer study abroad at the Center for Italian Studies at the Università degli Studi di Bergamo (UNIBG) and an academic semester or year-long program at the same institution. Students are encouraged to study and live abroad in order to make connections between their own culture and that of Italy.</p> <p>3.) Encourage CSU-Pueblo students to make connections on campus with Italian students that study in Colorado. The Italian program director encourages relationships</p>
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<p>cultures with which they are familiar or studying.</p>						<p>cultural traditions. Pueblo has a rich Italian-American community that provides several opportunities to foster connections.</p> <p>Often times, my students have already taken Italian at a local high school in town.</p> <p>Recently, East High School eliminated Italian from its curriculum. Prof. Picicci has been active in advocating for these high school programs. He is also hoping to increase</p>	<p>between Italian minors and native Italian speakers.</p> <p>4.) Continue to offer yearly short-term study abroad opportunities (spring break and summer options) with Education First (EF) College Study Tours. The Spring Break Italy and Greece Tour was a success. The next EF Tour is scheduled for June 2019.</p> <p>5.) Continue the <i>Amici d'Italia</i> Italian Club on campus. Increase efforts to promote the Italian minor's visibility at CSU-Pueblo.</p>
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						enrollment in his own program by aggressively advertising the Italian courses, study abroad opportunities and events on campus.	
<p>OUTCOME #4</p> <p>Comparisons</p> <p>Students are encouraged to compare and contrast the target language and its cultures to their own. Often times, they discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students gain insight into the</p>	<p>Summer 2018 to Spring 2019</p>	<p>WPT (Written Proficiency Test)</p> <p>-----</p> <p>Foreign Language Program Questionnaire</p>	<p>1 WPT</p> <p>Graduating Seniors from summer 2018 to summer 2019</p> <p>-----</p> <p>Graduating Seniors from summer 2018 to spring 2019</p>	<p>WPT- 85% should do "well or very well"</p> <p>-----</p> <p>85% of students should "strongly agree" or "agree" to the questions</p>	<p>100% did "well or very well" according to grading criteria</p> <p>-----</p> <p>Survey: 100% "strongly agree" with the Comparisons question of the Italian minor questionnaire</p>	<p>In class students often compare their lifestyle to that of Italians. Such activities are encouraged and assigned throughout the semester.</p> <p>All textbooks selected for beginning, intermediate and advanced Italian include activities of comparison.</p>	<p>1.) Promote comparing cultural similarities and differences in the foreign language classroom.</p> <p>2.) Encourage CSU-Pueblo students to meet native Italians and other individuals from around the world. These encounters provide fruitful opportunities to compare cultural similarities and differences.</p> <p>3.) Create (face-to-face, hybrid & online) homework assignments/essays that require students to continuously carry out comparison activities between Italian and American cultures.</p>

<p>mechanics & grammatical complexities of their native tongue when making comparisons with the foreign language.</p>		<p>for Graduating Italian Minors</p>	<p>1 Survey</p>	<p>pertaining to Comparisons.</p>		<p>Students who study Italy’s cultures not only enhance the way they think about their own culture, but also their place in the world.</p>	
<p>OUTCOME #5</p> <p>Communities</p> <p>Extending learning experiences from the target language classroom to the home and community positively contributes to the multicultural diversity within our community,</p>	<p>Summer 2018 to Summer 2019</p>	<p>Written Proficiency Test (WPT)</p>	<p>1 WPT</p> <p>Graduating Seniors from summer 2018 to summer 2019</p> <p>-----</p> <p>Graduating Seniors from</p>	<p>WPT- 85% should do “well or very well”</p> <p>-----</p> <p>85% of students should “strongly agree” or “agree” to the questions pertaining to Communities.</p>	<p>100% did “well or very well” according to grading criteria.</p> <p>-----</p> <p>Survey: 100% “strongly agree” with the Communities questions.</p>	<p>Students need additional opportunities to use the target language online and in the Pueblo community. In order to function comfortably in the target language, students should be exposed to a</p>	<p>1.) Promote Project Based Foreign Language activities for students in our community. Educators should help students understand how essential and rewarding service to their community can be.</p> <p>2.) Continue engaging several different types of communities (i.e. campus community, Pueblo community, American-Italian community, Italian scholars in Colorado, etc.) to be involved in the Italian minor and/or share ideas.</p> <p>3.) Encourage students to join the Italian Club on campus and other Italian organizations in Pueblo (e.g.</p>

<p>state and country. Students learn that Italian exists outside of the classroom and use it to become part of a larger community. Activities may include: field trips; communication with native Italians; participation in clubs, exchange or study-abroad programs, and cultural activities.</p>		<p>Foreign Language Program Questionnaire for Graduating Italian Minors</p>	<p>summer 2018 to summer 2019</p> <p>1 Survey</p>			<p>wide range of social situations. For this reason, study abroad is fundamental for increasing language and cultural competency.</p>	<p>Dante Alighieri Society of Pueblo & Sons of Italy).</p> <p>4.) Use my position as the Rocky Mountains and Far West regional representative of the American Association of Teachers of Italian (AATI) to enhance my students' access to information about Italian language and culture.</p>
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Comments on Part I:

The Written Proficiency Test (WPT) measures a student's ability to write within a framework of subject matter and a specific time constraint. The exam is a typed free write composition based on a few questions pertaining to one argument. Students are given a minimal amount of time (30 minutes) to complete the evaluation. They are graded on their written production, grammatical accuracy and logic/reason. Additionally, students have the option of including a polished sample paper of their writing in Italian to be photocopied and kept in their electronic record. Like last year, Dr. Picci changed the topic of the essay question (please see Appendix 1). The reason for this is that some students are enrolled in more than one FL program (e.g. Spanish and Italian) and the questions are similar. The WPT reflects the actual written language competency of each individual student. The program director is committed to recruiting students of Italian and making sure that enrollments in his courses meet university standards. For this reason, he has taught several combined or "stacked classes" for more than a decade. The COVID-19 pandemic abruptly halted recruitment efforts on campus and in Pueblo's local high schools.

Students who successfully and diligently complete the Italian minor at CSU-Pueblo will have working knowledge of the language and its cultures. The graduating student this year achieved Intermediate competency according to ACTFL guidelines on their WPT and OPI.

AY 2018-2019	Senior Surveys WPT (Written Proficiency Test) OPI (Oral Proficiency Interview)
AY 2019-2020	Senior Surveys WPT (Written Proficiency Test with a new topic) OPI (Oral Proficiency Interview)

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
COMMUNICA-TION	2018	There were no significant recommendations for change in the last assessment. The following are points I would like to continue working on. 1. Emphasize student-centered, communicative classes even online. Continue to add oral tasks in F2F, hybrid and online classes based on ACTFL suggestions.	The Department of English and World Languages offered several opportunities for oral practice in Italian, including Italian conversations, film nights, special events	In the previous assessment cycle, one reviewer said that the Italian assessment is an “overkill” for the small number of students in the program. The other reviewer said there were no recommendations for improvement. Varying the WPT topic was important. I would like to continue encouraging students to write about several different topics that are not similar to those asked on the Spanish WPT. Some other options for possible topics besides cinema include: a.) Compare and Contrast Italian and American families b.) Compare

		<p>2. Increase visits to the Language Center during the next academic year.</p> <p>3. Participate in online professional development in order to learn new techniques on how to better teach online and hybrid courses.</p> <p>4. For written communication students at 200 and 300 level need to work more on writing compositions in past, present and future time frames. The subjunctive mood and its various uses are discussed and practiced throughout the semester.</p> <p>5. Students were asked to write in paragraphs in the target language in the 200/300 level classes. This is an advanced function according to ACTFL guidelines.</p>	<p>(Martedì Grasso), and free tutors.</p> <p>The Italian program director presented at and participated in professional development opportunities during the 2018-2019 academic year.</p>	<p>and Contrast Vacationing Habits between Italians and Americans</p>
CULTURES	2018	<p>1. Provide a constant focus on Italy's many cultures through interdisciplinary classes.</p> <p>2. Provide more cultural opportunities in the target language inside and outside the classroom.</p> <p>3. Advertise study abroad opportunities in Italy to students. Hold Information Sessions on Bergamo and Education First Study Abroad Options in Italy. Continue to collaborate with CSUP's Center for International Programs, Praxair-SIAD and the Università degli Studi di Bergamo. Head the Study Abroad Advisory Committee and continue to place updated</p>	<p>Dr. Picicci maintains a strong focus on Italy's rich cultural makeup in all his classes.</p> <p>The program director constantly provided unique cultural activities for students including some exciting online, web-based language learning assignments.</p>	<p>The results of the changes were effective and had a positive impact on students.</p> <p>Professor Picicci once again included authentic online materials, especially from Italian websites, newspapers and magazines to enhance students' cultural knowledge of Italy. The inclusion of these materials proved to be effective and will continue to be an important component of all course content. The spring break 2018 EF trip to Italy allowed Dr. Picicci to obtain authentic materials to include in his courses the last four weeks of the semester.</p>

		information on CSUP's Italian Study Abroad website.		
CONNECTIONS	2018	<ol style="list-style-type: none"> 1. Be explicit about the connections students can make through their interdisciplinary courses. 2. Continue to cross-list Italian 300-level classes as interdisciplinary courses that touch on various subject areas where Italian can be practiced (Literature, Cinema, Translation Studies, etc.). 	The Italian program director has created several content-based cross-listed classes to include Italian literature, cinema, art, history and politics.	<p>The results were consistently above average. Students of other languages (i.e. Spanish and French) made connections between Italian and the other FL courses they are taking.</p> <p>Recruitment efforts were enhanced because of intercomprehension and showing connections between Romance Languages. Dr. Picicci also promoted his document "Why Spanish majors should minor in Italian."</p> <p>English and World Languages may want to consider proposing a BA in Romance Languages to increase connections and prepare students for a more globalized and multicultural world.</p>
COMPARISONS	2018	<ol style="list-style-type: none"> 1. Continue fostering comparisons in culture, language and other disciplines like history, art, political science, etc. 2. Propose global remote internships for students and increase experiential learning opportunities. 	<p>During spring semester 2019, intermediate and advanced students studied cultural and political events in Italy.</p> <p>Students are encouraged to make comparisons throughout the course of their studies in the Italian minor.</p>	The results were above average. Students should continue working in this area during their upper-division coursework.

COMMUNITIES	2018	<p>1. Continue extending learning experiences from the (online) classroom to our multilingual and multicultural community.</p> <p>2. Continue creating opportunities where students use Italian to become part of a larger community. For example: clubs, study-abroad programs, school-to-work opportunities and listening to guest speakers in the target language. Departmental discussion on how speakers are selected to visit campus would be helpful.</p> <p>3. As recommended in the last assessment report, bolster students' performance in the classroom with events on campus and in the community to showcase their knowledge and skills in Italian. This should also be done online, if possible.</p>	<p>Dr. Picicci collaborates with Pueblo's Italian-American community and local high school teachers of Italian.</p> <p>Participated in the Dante Alighieri of Pueblo as its Vice President and Educational Adviser.</p> <p>Collaborated with the Sons of Italy in Pueblo, Colorado Springs and Cañon City.</p>	<p>Students of Italian are involved in the Pueblo community and promote the Italian language and culture.</p> <p>Study abroad options in Italy have been popular. Our Bergamo and Torino exchanges are a unique overseas experiences for CSU-Pueblo students. Additionally, Dr. Picicci worked throughout the year to recruit, select, and monitor students studying abroad in Italy.</p> <p>Dr. Picicci promoted a short-term (2 weeks) study abroad opportunity in Europe for students with Education First College Study Tours in June 2019.</p>
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Comments on part II:

Two sections of the student survey have not been mentioned in the Italian program assessment. The first is the evaluation of the Italian program faculty – the student “strongly agrees” with the five questions in this category. The survey including additional student comment will be placed on the University I-drive. The student surveyed “strongly agreed” she felt adequately prepared to use the language in everyday situations and that she would advise a friend to minor in Italian at CSU-Pueblo.

The three measures used this year (OPI, WPT and the Italian program questionnaire), along with the optional writing sample, have all been helpful at assessing student proficiency in Italian according to ACTFL guidelines. The mandatory WPT for all students minoring in Italian has been a useful requirement in the program assessment. This requirement provides an authentic sampling of a student’s written abilities in the target language. The ACTFL grading rubrics are comprehensive and allow for an objective evaluation to be completed by the examiner.

The Italian program director is satisfied with the outcomes of the student assessment and believes that the Italian minor at CSU-Pueblo can have a significant impact on students’ undergraduate experience. Students willing to work hard and successfully complete the seven required courses for the Italian minor will be able to read, write, understand and speak the language at the Intermediate level or higher according to the ACTFL standards. Moreover, these individuals will demonstrate a broad bicultural literacy and have an understanding of Italy’s rich and complex history, cultures, languages and traditions. The program director believes study abroad in Italy is a major component of producing proficient and well-rounded Italian minors. This year, the student who completed the Italian minor, had the opportunity to study in Italy for one month at the University of Bergamo. She completed the entire Italian minor in one year. Such an accelerated academic program is not recommended but has shown to be successful for motivated students.

The student who graduated with the Italian minor performed written and oral proficiency at the intermediate level. Students who complete study abroad experiences, return from their overseas sojourn in Italy as more globally-minded citizens. Dr. Picicci would like to require all Italian minors to live and study in Italy. Although travel abroad cannot be a requisite for the minor, the director would like to use as many on-campus and off-campus resources to help fund an overseas experience for students. He initiated a “Thunderwolves Abroad” fund through the CSU-Pueblo Foundation to help students receive financial support for study abroad. He also initiated talks with potential donors to study abroad scholarship funds.

Due to the current COVID-19 public health crisis, traditional face-to-face classes will most likely be hybrid or move online for the future academic year. The pandemic has motivated World Language faculty to think about teaching languages and cultures in remote formats. The opportunity to create unique Open Educational Resources (OERs) for our students has encouraged faculty to reimagine how they teach.

Colorado State University – Pueblo
Graduating Italian Minor
Italian Writing Proficiency Test

(Note: This test is not to be copied, photographed, or otherwise reproduced or distributed for purposes other than that for which it was expressly created.)

Complete the following writing exercise in Italian. You have thirty minutes to complete the essay (the thirty minutes begin after you have read through the instructions and the exercises carefully in the presence of your proctor). Please write your essay on the computer and send the file to chris.picicci@csupueblo.edu. You may write on this sheet, if you need to, but do not copy or photograph it, and please return it to your proctor when you are finished. If there are English words in the exercises that you do not understand, please consult with your proctor. With the exception of clarifying the English vocabulary used in the exercises, no help or aids of any kind may be used during this exam, including, among others, dictionaries, search engines, grammar/spell checkers, etc.

Include the following information at the top of the exam (or in the “Subject” line if you are composing this in the body of an e-mail): your name, Minor WPT, your PID, the date.

The International Students at CSU-Pueblo are discussing the differences between American culture and other world cultures. You’ve been invited to participate in the discussion to talk about Italian culture. In a short essay,

- a. Briefly describe Italian culture and compare it to American culture. What are specific features (similarities and differences) of the production of each country’s culture?
- b. Present one aspect of Italian culture with which you are familiar that is different from American culture. Write a convincing argument for this distinction.
- c. Give your opinion regarding the cultural value of travel in Italy; speculate how life/society would be impacted if individuals/societies did not learn one another’s language or travel to one another’s countries.
- d. If time permits, describe how Italian culture has influenced your life.
- e. Why do you think it is important to learn about another country’s language and culture?

Note: The primary criterion for evaluation is your ability to write and express yourself in Italian.

Suggested length: 3-5 paragraphs Suggested time: 30 minute

ASSESSMENT RUBRIC FOR ORAL PROFICIENCY INTERVIEWS – SUMMARY

(Full descriptors found at : <http://actflproficiencyguidelines2012.org/speaking>)

Proficiency Level	Global Tasks and Functions	Context / Content	Accuracy	Text Type
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. Wide range of general interest topics and some special fields of interest and expertise.	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse.
Advanced	Narrate and describe in major time frames and deal effectively with an unanticipated complication	Most informal and some formal settings/Topics of general and personal interest.	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Paragraphs
Intermediate	Create with language. Initiate, maintain and bring to a close simple conversations. Asks questions. Describe and narrate in the present.	Some informal settings and limited transactional activities. Predictable familiar topics related to daily activities	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers	Discrete sentences.
Novice	Communicates minimally. Formulaic and rote utterances, Lists and phrases	Most common informal settings/ Most common aspects of daily life	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers	Individual words and phrases

CSU-Pueblo – FL Program Questionnaire for Graduating Seniors

A. Please write the number that corresponds to your opinion in the box at the left of each statement.

1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree 5. No basis to judge

1. Communication:

	I have developed practical skills, such as the ability to communicate orally and in writing in “real life” situations.
	I have attained a level of speaking and listening proficiency in the language sufficient to allow me to satisfy basic work requirements in the language.
	I have developed the ability to think critically: to analyze, to think abstractly, to support and defend opinions, and to hypothesize in spoken and written form.

2. Cultures:

	My studies helped me develop the ability to see beyond my own culture.
	I have acquired a basic understanding of the history, culture, and literature of the target language and know how to update and enhance this knowledge.
	I am more able to understand other people’s point of view, ways of life and contributions to the world.

3. Connections:

	I was able to connect my language studies to other subject areas such as English, History, Business, Art, Cultural Studies, Literature, Sociology, Music, Political Science, etc.
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4. Comparisons:

	I now have the ability to analyze similarities and differences across languages and cultures
	I understand my own culture better after going through this program

5. Communities:

	I was able to take my language and culture skills beyond the classroom by participating in campus activities, clubs, exchange programs, community activities, school to work opportunities, internships, work situations, etc
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Continue on the other side please...